DOCUMENT RESUME

ED 220 399 SP 019 896

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TITLE Contribution of Awraja Pedagogical Centres in the Improvement of Education in Ethiopia. African Studies in Curriculum Development & Evaluation No. 6.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE Jul 80
NOTE 68p.; Best copy available.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Curriculum Study Centers; *Delivery Systems; Educational Facilities; Educational Objectives; Elementary Secondary Education; Foreign Countries; Instructional Materials; Program Evaluation; *Program Implementation; Resource Centers; *Resource Materials; *Teacher Attitudes; *User Satisfaction (Information); Use Studies
IDENTIFIERS *Ethiopia

ABSTRACT

Teachers and teacher center personnel were used to gather evaluative information on Awraja Pedagogical Centers (APCs) in Addis Ababa, Ethiopia. Teachers discussed their access to center facilities and services, and ratings of center materials and personnel. APC staff discussed their work, hours of center operation, procedures followed in the development and preparation of materials, and opinions regarding the objectives of the centers. Findings revealed that seventy percent of the teachers never visited the centers and knew little about the services and facilities offered. Teachers who did visit centers rated materials as only "fair." Activities and qualities of center personnel were rated "fair," and almost all teachers said they had never been visited by center personnel. The centers remained open only during office hours and were not available during out-of-school hours or Saturdays. Center personnel agreed that visits to schools in their areas were "very unsatisfactory" but claimed the teachers were not interested. Most center personnel could state the objectives for APCs, but educational and instructional activities were not given first priority. Teaching staff had little professional knowledge of how to prepare teaching aids, and no material, method, or idea from the centers was used in any of the schools. Recommendations are made for improvement. (JD)

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African Studies
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ED220399

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CONTRIBUTION OF AWRAJA PEDAGOGICAL CENTRES IN THE IMPROVEMENT OF EDUCATION IN ETHIOPIA

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

CONTRIBUTION ON AWRAJA PEDAGOGICAL CENTRES IN THE IMPROVEMENT OF EDUCATION IN ETHIOPIA

By

Haile Habtegaber

Submitted In Partial Fulfillment Of The Requirements Of The Post Graduate Diploma In Curriculum Development

University Of Nairobi

July 1980.

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Acknowledgement

Many people have helped me to write whis study. Among them I have to acknowledge the kindly and constructive criticism of Dr. K. B Quansah in the conceptualization of the study and his particular comments and suggestions relating to the constructionand design of the instruments of data collection. To Peter Sachsenmeier special acknowledgement is due for facilitating the acquisition of some of the necessary references and my over-stay in Nairobi in order to discuss questions related to the study. I owe special debt of gratitude to Dr. Abebe Bekele of the University of Addis Ababa for his guidance and assistance in in all matters related with the study. His suggestions and critical comments on all aspects of the study-from minor type and punctuation to conceptual and logical errors have been much more valuable than I can explain.

My thanks to the Curriculum and Supervision Department for granting me two days per week to work on this study. I am also much indebted to all the staff members of the Supervision and Evaluation Division for the valuable discussions and interviews I had with them and for allowing me to use their documents extensively. My thanks are also jue to all the teachers and teacherheads who have been involved in this study for the cooperation and interest they showed which greatly inspired me. I must also express my indebtedness to the Addis Ababa Schools Office and to the school offices of the two zones and particularly to the centre personnel of the two pedagogical centres for facilitating my investigative studies in the schools as well as in the centres.

Finally I wish to record a special debt of gratitude for the African Curriculum Organization, Kenya Institute of Education, University of Nairobi and The German Agency For Teahnical Co-operation (GTZ) for organizing such a timely and relevant course from which I benefited very much.

H. H. G

Addis Ababa

June 1980

CHAPTER I

STATEMENTS OF THE PROBLEM

The Problem

Education is generally accepted as one of the key factors in the socio-economic transformation of society. Conversely the educational system is in turn influenced by the socio-economic system and as such conforms to the social, economic and political demands of any society. This cannot be an exception in Ethiopia where in the past education served the interest of the ruling classes. However with the fall of the feudo-capitalist regime and its replacement by the new progressive socialist system, educational reform became a matter of necessity. The new social system demanded a new educational system. Cognizant of the fact that many teachers are professionally unqualified and that new curriculum implementation needed supportive facilities, the Ministry of Education initiated the setting up of 106 pedagogical centres throughout the country.

The setting up of the Awraja Pedagogical Centres (APCs) as they are popularly known, started in 1977 and was completed in 1979. Thus in a matter of three years the project was implemented without initial trial and adequate situational analysis. This also means that no formative or ongoing evaluation was made during the implementation stage.

Similarly no indepth summative evaluation of the work of the centres has been done, although the Supervision and Evaluation Division conducts annual inspection which covers only about 50% of the centres. One such inspection tour carried in 1979 covered 39 centres[1]. And from the reports it remains unclear to what extent the centres are fulfilling and adhering to their objectives. For example of the 40 training programmes carried in the 39 centres in 1979, 25 were organized for educational personnel while the remaining 15 were organized for various members of the community. Similarly of the 26 research activities undertaken by all the centres,

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[1] Ministry of Education, Reports of Visitations to APCs. - Curriculum and Supervision Department, Addis Ababa, 1979.

only 11 dealt with either the curriculum or instruction related fields while the remaining 15 research activities were of general nature and did not have immediate or direct educational or instructional relevance.

The same reports make mention of the production of various instructional materials particularly teaching aids from local raw materials. But from the reports it is not clear whether such materials have been disseminated to the school system or whether they are only specimens available in the centres. The reports do not also show how the materials have been developed. In other words it is not known whether care full consideration of their suitability, educability and other important characteristics has been taken, or whether they have been simply produced without being tested or experimented on certain schools.

One would also like to know the relevance of the areas of the research the centres claim to be involved. The reports reveal the following. Some of the centres engage themselves in the production of several household items and call this activity researching while others attempt researching on the feasibility of extracting medicines from local herbs. On the other hand there are those that strictly gear their activities to areas of educational interest. By and large, therefore, the research areas of the centres range from researching on the production techniques of items of various nature to the collection of basic data about their respective districts.

From such a brief background on the activities of the centres, one is tempted to ask several question. Some of the most pertinent ones are:-

1. Are the centres achieving their objective?
2. Are the objectives prescribed to them commensurate with the professional organisation and technical competencies of their personnel?
3. To what extent are the centres integrated with curriculum?
4. How consistent are their day to day activities with their objectives?
5. What problems do APCs face as resource centres of professional responsibilities in educational media services?

Purpose of Study:

This study is an evaluation of the functions and activities of two pedagogical centres in Addis Ababa. Although the findings from this study may not necessarily be generalizable it is hoped that it will point out some of the current and common misapprehnsions about the objectives, use and abuses of the centres and thereby partly furnish a basis for authorities to determine the future status and function of the centres which must be validated by further studies.

The questions that have been raised before must be answered inorder to justify the existance and further expansion of the APCs. The writer believes there is a need for constant evaluation of progress and operational procedures if authorities at both ministry and local level have to make decisions as to the exact direction and detailed content of the work of the centres. At present there is lack of adequate empirical evidence to enable concerned authorities to take corrective measures. However, this study does not claim to fill the existing gap. Nor is it a break through. It rather attempts to contribute in answering some of the questions that have been raised by examining and evaluating the

1. Accessibility and availability of the centres' facilities and and services to teachers;
2. Adequacy of the materials and facilities of the centres to meet the various needs of teachers;
3. Relevance of the centres' activities to the needs of the schools they serve;
4. Adequacy of the professional training of centre personnel and
5. Extent of the influence of the centres on teaching and learning in their respective localities.

Procedure of Study:

The outcome of a study may be affected by the procedure followed, the amount and relevance of information collected and the instruments used to

acquire the information. It is therefore inorder that this must be explained in detail. The following paragraphs will focus on:

a. The determination of population size;
b. The various techniques and instruments used in collecting data and;
c. The application of the Individually Prescribed Instruction (IPI) model for evaluating the attainment of programme objectives of the centres.

Determination of Population Size: Time and financial constraints have made the study to be limited to two pedagogical centres in Addis Ababa. Obviously proximity has been the main delinating factor. In educational adminstrative practices the city of Addis Ababa is treated as one Kifl e-Hager divided into four zones - a zone being equivalent to an awraja. There are therefore four zones - Northern, Southern, Eastern and Western zones each zone having its own office and pedagogical centre. The centres for the Western and Eastern zones were set up in 1977 while those for the Northern and Southern Zones were opened a year later. In this study only the centres of the Southern and Western Zones have been selected. The selection has been deliberate. There are two reasons for this. First the author wanted to find out if there was any difference in performance between those opened earlier and those opened later. Secondly the two centres occupy the same building, and the author saw this fact as a situation of special interest in the study.

As indicated above the centre for the Western Zone was set up in 1977. Its staff consists of one centre supervisor, one senior technician one vocational subjects supervisor and one librarian while the centre for the Southern Zone was established in 1978 and is manned by one supervisor, one senior technician and one librarian. Table I shows the number of schools, types of schools and the number of teachers in each zone. A total of 12 schools 6 from each zone were selected in the study. The selection was made through the stratified random sampling method. First, all

schools in each zone were classified into two - elementary/junior secondary and senior secondary. Since the number of elementary/junior secondary schools is greater than the senior secondary schools a proportionate stratified sampling was used to determine the number of schools from both levels. Thus 5 of the schools were elementary/junior secondary and one senior secondary in each zone. Secondly schools were classified into government, public and communit/ mission schools. Then a disproportionate stratified random sampling was used to select elementary/junior secondary schools from each group of schools. As a result two government, two public and one mission/community schools were selected in each zone.

Although the number of public schools is greater than government schools, the fact that the centres are more likely to favour government schools has given the latter schools equal weight of representation. Thus the disproportionate random sampling applies only when reffering to government public schools on one hand and mission schools on the other.

Once the number of sample schools by level and type was established, the selection of the actual schools was completed with use of another factor-distance. Since the centres were not ideally located, the author considered distance as a factor affecting teachers' use of the centres' facilities. Therefore four elementary schools - the nearest two and the farthest two were deliberately selected while the remaining six elementary schools and the two senior secondary schools were randomly selected from the rest of the schools. Thus the method of selection can be said to be very satisfactory, because representation was taken care by three factors - level, type and location of schools.

Data Collection: The instruments presented in the following paragraphs do not imply absolute prefection and exhaustive inclusion of all the information that one may want to take into account. But it is hoped that they are adequate to point out the most important information and facts which have great potential for bringing about needed improvement.

Documentary sources such as reports and records constituted important sources of information. Annual reports from centres which are compiled by the Supervision and Evaluation Division and APC handbooks and records of the Supervision and Evaluation Division have been extensively used and this has been indicated wherever appropriate. Although documentary sources and discussions with the staff of the Supervision and Evaluation Division provided valuable information the writer felt that the research would be incomplete without complementary information obtained directly from teachers and centre personnel. To this end some of the commonly used instruments and techniques for data collection were developed to gather information from them in an organized way. These include interviews, questionnaires and observation. The detail function of each of the instruments and techniques used is important enough to be briefly considered here.

(i) Interviews. Face - to face interviews were held by the writer with two groups of people. The first group consisted of those staff of the Supervision and Evaluation Division who were originally involved in the conceptualization of the programme and the setting up of the centres, while the second group of people were the centre personnel. Most of the questions were open-ended and were personally read to the respondents and recorded by the writer. The interview with the Supervision and Evaluation Division staff consisted of a series of questions relating to the origin and development of the APCs and the selection and training of their personnel. The interview with the centre personnel centred around two main areas. The first part was about the procedures followed in the preparation of instructional materials. The questions in this interview related to the procedures and stages of materials development before dissemination and to the kind of raw materials used in the production of instructional materials. The second part of the interview dealt with general problems which the centre personnel consider as serious obstacles in fulfilling the objectives and functions of the centre. The respondents were asked to freely comment on any aspect of the programme or problems that have affected them in performing their duties.

TABLE I

Number of Schools and Teachers in the Western and Southern Zones

Western Zone		Southern Zone
Government Schools	15	11
Public Schools	43	34
Community, Mission & Organization Schools	13	10
Total Number of Schools	71	59
Types of Schools		
Elementary and Junior Secondary	66	54
Senior Secondary	5	5
Total Number of Teachers	1527	1092
Elementary and junior Secondary	1157	805
Secondary	370	167
Unclassified	-	120
Elementary + Junior Secondary		
Qualified	641	235
Unqualified	516	570

Source: Statistical sections of the Western and Southern Zone Schools Offices.

(ii) Questionnaires:- Two different sets of questionnaires were prepared and personally administered to centre personnel and teachers separately. The centre personnel consisted of one supervisor and one senior technician from each centre. The teachers were randomly selected from the 12 schools already mentioned. All in all there were 48 teachers, 40 from the elementary and 8 from the senior secondary schools. In order to enlist their cooperation, teachers were given assurance that responses will be published in a way that could not be traced back to particular individuals. To this effect each school was given a letter and number code for the purpose of identification of its, zone, level, and type i.e. in which zone it is located, whether it is elementary/junior or senior secondary, whether it is a government, public and mission/community school and its sample number. For example the first government elementary school in the Western Zone was labelled as WeG/01 where -

W stands for Western Zone
e stands for elementary
G stands for Government
01 stands for the school's sample number in that zone.

A school with code SsM/06 is a senior secondary school located in the South Zone and the Sixth School in the sample in that zone, where:

S stands for Southern Zone
s stands for senior secondary
M stands for Mission/Community School
06 stands for the school sample number in that zone and so on.

All teachers' responses were, therefore, identified by their codes. This teahnique had three advantages. First it provided teachers with a guarantee of anonymity. Secondly it helped the writer in obtaining frank and revealing responses and thirdly the writer found it convinient and easy when referring to teachers from the elementary, secondary, government or public etc. The questionnaires adminstered to centre supervisors dealt with two aspects- first the accessibility of the centres and their services and facilities to teachers and

secondly with the objectives and functions of the centres. In the provision of educational services, professional support, facilities and equipment, it is necessary to examine their accessibility. This is important because accessibility is one of the factors that determine teachers use of the centres. The first part of the questionnaires was therefore used to establish accessibility of the centres and their services as a factor for the effective and extensive use of the centres by teachers. Also in the provision of educational supportive facilities and services by centres, the understanding of the personnel pertaining to the objectives of the centres is essential. It seemed that the centre personnel did not clearly understand the objectives and functions of the centres. The second part of the questionnaire was thus used to find out whether this assumption was valid or not.

The questionnaire adminstered to teachers contained three sections of closed - type of questions.

Section I dealt with the use of the centres by teachers. By finding out the reasons why teachers go to the centres, it was possible to determine whether teachers are resource centre concious or not. Similarly teachers' responses to the items included in this section indicated the reasons which they considered as major obstacles to the use of the centres. This was done by dividing the items into two:- those relating to reasons for going and those relating to reasons for not going to the centres.

Teachers were asked to use triple (√√√), double (√√) or single (√) marks to indicate whether they completely agreed, agreed - and partly agreed with each statement. If they disagreed with any of the statment, they were told to mark it X. In this way it was possible to create a hierarchy of statements according to the number of responses with triple, double, single tick and X marks and to single out the main reasons for teachers to go or not to go to the centres.

Section II of the questionnaire related to materials in the centres. Setting up a resource centre is one thing, but equipping the centre with a variety of materials and other instructional items is quite another. This section of the

questionnaire therefore attempted to find out how satisfactorily are centre materials selected in relation to the curriculum and professional needs of teachers. The questionnaire included ten items to which teachers had to respond using a rating scale. The rating scale consisted of six points - 0, 1, 2, 3, 4, and 5 with corresponding descriptive adjectives of Exteremely Poor, Poor, Fair, Good, Very Good and Excellent respectively. Teachers were then asked to indicate their opinion by putting the appropriate number in the space provided against each statement.

Section III which dealt with centre personnel also contained ten items to which teachers had to respond using the same rating scale as in section II. This questionnaire was adminstered to find out the adequacy of the professional qualification of the centre supervisor and his assistant and the effectiveness of centre personnel in performing their duties.

(Iii) Observation:- Two types of field observation teahniques were applied. The first was used to gather data and the second was used to cross-validate responses from interviews and information from other sources.[3] The first technique consisted of observing and recording the kind of items produced in the centres. This enquiry was aimed at finding out how many of the items produced by the centres were actually of immediate instructional value. However, since the centre personnel possessed neither a general inventory nor a categorized list of the materials in their respective centres, this has to be done by the writer. Thus, all items produced by each centre were first listed down. They were then classified and entered under two columns headed "educational" and non-educational". The criteria used to categorize an item as educational or non-educational was its immediate relevance to classroom instructional objectives or to a teacher's demand. The use of this observation technique was extended to schools. The sample schools were used as observation posts for the dissemination of centre materials verified by teachers' responses were used to determine the validity of the assumption that centre materials are being disseminated into the school system.

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[3] E. Aytunde Yoloye, "Observation Techniques, Handbook of Curriculum Evaluation, ed. Arieh Lewy Paris: UNESCO, 1977, pp. 193 - 195.

The second observation technique consisted of checklists pertaining to the centres' building designs. According to the authors of the project the APC building is at least supposed to have: one assembly hall, one printing and duplicating room, one workshop, one library, one display room, one office and one storeroom[4]. This instrument was designed to cross-validate the setting up of the APCs with the above minimum space facilities.

Although no specification was given as to the size of each of the rooms, personal judgement of the author and the judgement of the centre personnel who actually work in them were used to determine their adequacy. Particular emphasis was placed on this aspect because a centre may possess all the rooms prescribed as minimum requirement, but they may not be convinient for the purpose intended.

The Application of the Individually Prescribed Instruction (IPI) Model: The underlying reason why this instrument has been developed is that a programme can be evaluated in terms of its own objectives. However this becomes valid only when the project or programme has developed specific objectives. Objectives must be defined before operational activities are undertaken and as Viviane De Landsheere maintains, "There can be no correct evaluation without clear objectives".[5] This means that it is essential to specify objectives and draw a plan of action so that priorities can be considered and strategies formulated. And it is in light of this reasoning that the Supervision and Evaluation Division made it compulsory for APCs to draw their annual plan of work. The IPI model was thus used to determine the congruence between planned and executed activities. The model as shown below has four main dimensions. These are:-

1. Goals dimension;
2. Plan " ;
3. Operation " and
4. Assessment " .

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[4] Ministry of Education, Awraja Pedagogical Centre: What is and How it operates, Curriculum and Supervision Department, Addis Abeba 1980, p.34

[5] Viviane De Landsheere, "On Defining Educational Objectives," Evaluation in Education: International Progress, Vol.1, No 2 New York: Pergamon Press Inc., 1977, p. 80.

Goals	Plan	Operation	Assessment
1. 2. 3. 4. 5.			

Fig 1. The IPI Model.

Each element of the major component is entered under its respective column. In the first column the objective is stated. What inputs are to be used to translate the objective into action is indicated under the plan column. Under the operation column how the actual activities are to be carried out what processes are involved are identified and specified while under the assessment column the attainment of the objective is checked.

The IPI model was also used to help centre personnel evaluate their own work continuously. But a major condition for setting up continuous evaluation is that, centre personnel should understand the essential elements of their programme. They must clearly state their objectives, break down them into more specific objectives and be able to recognize if they bear any relationship to the broad general objectives. Then they must design how and under what conditions are the tasks to be carried out. This practice provides a guidance assessment for their day to day work.

In the application of the IPI model in evaluating the work of the centres, the 1979 annual work plan of the Western Zone Pedagogical Centre and the 1980 annual work plan of the Southern Zone Pedagogical Centre have been used.

For checking the attainment of the objectives, annual reports which the centres are obliged to summit to the Supervision and Evaluation Division were used.

Definition of Terms Used

The following list of definition of terms covers most of the Amharic and English terms and words that appear in this study.

Awraja	This is an Amharic word equivalent to a district in the Ethiopian political adminstrative nomenclature. There are about 106 awrajas (districts) in the country.
Awraja Pedagogical Centre	Literaly this means a district pedagogical centre - a resources centre established to serve schools in a district. APC and APCs are singular and plural abbreviations respectively.
Birr	Ethiopian Currency. At current official exchange rate 2.05 Birr is equivalent to U.S $ 1.
Community Skill Training Centres	As their name implies these are centres established at sub-district level where adult members of the community are trained on specific skills of their interest. They give training to all the various local traditional artisans.
Kifle-Hager	Literaly this means part of a country. The nearest English phrase in meaning is adminstrative region. It is the highest unit in the political adminstrative structure of the country. There are 14 Kifle-Hagers (adminstrative regions) in the country.
Feudo-Capitalist Regime	Refers to the now defunct semi-feudal and semi-capitalist regime of Ethiopia. It was a ruling regime of feudals, royalists and growing capitalists with the monarchy at the apex of the system.

National Democratic Revolution (NDR)	This is a revolutionary transformation of society during the transition period from semi and or pre-capitalist stage to socialism. Ethiopia is therefore undergoing social, economic and political transformations to lay the foundation for the construction of socialism.
Government Schools	Reference is made here to all schools that are run by the Ministry of Education.
Public Schools	These are schools that were privately owned but which have been nationalized and brought under direct public control and adminstration.
Mission Schools	These are schools run by mission institution. In this study schools that are run by organizations and communities both local and foreign are categorized under and represented by mission schools.
Junior Secondary Schools	These are schools for grades 7-8. The present Ethiopian educational structure is divided into primary (1-6), junior secondary (7-8), senior secondary (9-12) and tertiary. However it is very common that a school may have both the primary and junior secondary sections. Because of this the sample schools in this study weregrouped into two levels, primary and junior secondary as one level and senior secondary as another.
Elementary Schools	Schools for grades 1-6. Interchangeably used with the word primary.
Primary Schools	See junior secondary schools.
Senir Secondary Schools	See junior secondary schools.

Peasant Associations	These are associations formed by peasants. After the eruption of the Ethiopian Revolution, all peasants have been organized into such associations at local, regional and national levels. Through such organizations peasants manage their own affairs like land distribution, marketing, formation of co-operatives and developmental activities.
Urban Dwellers Associations	Similar to peasants associations but formed by town residents to manage and run their own affairs.
School Adminstration Committees	These are committees establised in acordance with the proclamation that brought the adminstration of the school system under public control whose members are democratically elected by the community.
Supervision & Evaluation Division	This is a division within the Curriculum and Supervision Department. The Supervision and Evaluation Division co-ordinates supervisional activities in the school system and also supervises the work of the APCs.
Centres	Reference is made here either to all APCs or to the two pedagogical centres in this study-depending on the context in which the word is used.
Centre Personnel	In this study centre personnel refers to the people working in the pedagogical centres of the two zones. In some instances it has also been used to refer to all APC staff in general. Such people include the centre supervisor, centre appropriate technician, centre librarian and centre vocational subjects supervisor.
Centre Supervisor	Head of an APC. He is responsible for the adminstration and running of an APC.

Centre Appropriate Technician	Person who is responsible for all the technical activities that take place within an APC. He is also known as the Centre Technician.
Ato	Amharic word equivalent to the English word Mr. It is an official title of an ordinary citizen.
Amharic	One of the major languages of Ethiopia. It is the official language of the country.

Organization of the Paper: The paper has four chapters. Chapter I deals with the problem, purpose and procedure of the study. It gives a brief analysis of the problem and also indicates the main tasks of the study. Greater part of Chapter I is devoted to discussion on the various techniques used in data collection, the determination of population size and the application of the Individuall Prescribed Instruction (IPI) model in the evaluation of the work of the centres. It also includes an explanation of the most important terms and concepts used throughout the paper. Chapter II gives a brief review of related literature. It focuses on resources centres as part of educational reform and the origin and development, the objectives and function of APCs in Ethiopia. Chapter III forms the core of the paper. It concerns itself mainly with the findings of the study but also gives a brief discussion on the processing of the data as an introductory background to the chapter. Finally Chapter IV presents the summary, conclusions and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Resource Centre Movement: An Overview. It may not be necessary to tell exactly when and where the first resource centre in the world was established. Suffice it to say that for years schools the world over (of course only the fortunate ones) have had libraries with collections of mostly print-type materials supplementing the textbooks which have traditionally structured the curriculum. Libraries were mainly organized for textbooks and magazine reference with little audio-visual media or other forms of non-verbal resource materials.[1] As time went by and as new approaches to learning emerged, the use of multi-media in instructio became important components. The use of more than one text, the addition of enrichment material for greater depth and breadth and the recognition of the need of a variety of materials to meet the wide range of needs of teachers and pupils became educational innovations. In fact as MacKenzie and associates state "The use of any resource other than the chalk, talk and book is regarded as something special if not a novelty."[2]

The resource centre as we understand it today is an outgrowth of the library in which all types of communication media are available in addition to books. It provides learning materials that the traditional textbook can no longer meet. The materials include in addition to its bookstocks, films and films trips, slides, tapes, recordings, maps, globes, charts, transparencies, models, prints, illustrations, cassettes and other soft-ware and a variety of audio-visual apparatus.

As new learning approaches such as individualized and self-directed learning became important innovations of this century, single-medium instructional systems were replaced by multi-media instructional systems as effective means of providing learning opportunities. Such opportunities are being offered by resource centres.[3] Today therefore there is an increasing identification of resource centres with the total educational programme as creative solutions to educational problems. There has also been an increasing

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1 Joseph D. Naval, Facilities For Secondary School Science Teaching, Washington :1972, P.116.

2 MacKenzie and et al, Teaching And Learning: An Introduction To New Methods and Resources In Higher Education. Paris, UNESCO and the International Association of Universities, 1970 P.53.

3 Carolyn I. Whitenack, "The Instructional Materials Centre: A Changing Concept", Learning Resource Centres: Selected Readings, eds. Neville P. Pearson and Lucius A. Butler. Minneapolis: Burgess Publishing Company, 1973 PP. 12-16.

emphasis to their important supportive role in the improvement of teacher education particularly in countries where the number of unqualified teacher is very high. The word resource centre is a general term that could be taken to mean Self-Instruction Centre, Independent Study Centre, Learning Resource Centre and Instructional Materials Centre. However all resources centres are places where a variety of resources ranging from a simple written material to computers are available depending on the development of the educational technology of the country. The use of resources centres may vary from self-directed learning to learning under guidance and from individual learning to group learning. On the other hand resources centres may be set up primarly to meet the professional and instructional needs of teachers. They can also be used as centres where individuals learn on their own.

In this study the word resources centre refers to centres that have been set up mainly for teachers' use. Such centres are known by different names. They are know as Teachers' Centres in Great Britain, they call them Teacher Advisory Centres in Kenya and in Ethiopia they are popularly known as Awraja Pedagogical Centres. In addition to the difference in nomenclature, they are also administered differently. In Great Britain where it is believed they originated, they are "Of the Teachers, (run) By the Teachers, For the Teachers."[4] Teachers play a leading role in the decision-making processes and are both providers and consumers of education. In countries like Ethiopia where education is a state responsibility, although community and teachers' involvement is highly encouraged, the running and overall administration of the centres also falls within the state responsibility. The same could be said in Kenya.

However, the basic philosophy of such resource centres remains the same-support for teachers in their school work, First and foremost resource centres are used to in-service teachers for the purpose of giving professional training to those unqualified teachers keeping up-to-date those already in the profession with new developments in educational theory and practice and inducing fresh graduates to the profession. Secondly, resource centres provide library and reprographic services and lend multi-media instructional materials and equipment to teachers. Thirdly, they act as curriculum development and dissemination and feedback centres. They can be used as Venues where teachers and other educational authorities can meet and design local curriculum based on the national curriculum. In addition they can function as distributing centres for national and regional curriculum and as information collecting centres from teachers and the community. Lastly, they can be used as Venues not only for teachers but also for the community at large. In other wards they can be viewed as community education centres coordinating educational activities.

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[4]The British Council, Teachers Centres. Education Information Pamphlet. (N.P): Education and Science Divsion, (N.d.) P.1.

The following is a brief review of the development of resource centres in Ethiopia.

Origin Of Resource Centres In Ethiopia.

Resource centre as an educational concept in the educational thinking in Ethiopia is a new phenomenon and has its roots in the educational problems of the early 1970. As early as 1966, attempts were made by the Ministry of Education to organize curricular and instructional orientation programmes for fresh graduates who intended to become elementary school teachers at different regional centres.[5] Although this was not tantamount to the setting up of resource centres, it served as a departure point for the conception and subsequent development of the resource centre concept. But the programme was abandoned for lack of official enthusiasm and support.

However, educational innovations are sometimes brought about as a result of initiative by a few teachers of a particular subject in a particular school. Hawes for example mentions the Caribbean Mathematics Project and the Work of the Science Teachers' Association for Nigeria as two successful educational innovations by teachers.[6] The story of the setting up of the first resource centre in Ethiopia could also be included in the list of successful educational innovations by teachers. This is how the story goes. The Head of the English Department at the Gondar Secondary School realizes that the standard of English at the secondary level is low. He thought that specific professional support to English teachers at the elementary level would gradually lead to the improvement of English standards at higher levels. To this end he suggested to the Ministry of Education the setting up of an experimental programme of English supervision centre in administrative region. The proposal was endorsed officially by the Ministry of Education and the British Council which provided books and other materials. Finally, the Head of the English Department was posted to the Provincial Education Office as English Language Supervisor, and the programme took-off ground.[7] As the practical value of the programme began to be widely understood, similar centres were set up in other places. One of these was the centre that was set up in Dessie which was run with the help of a British Volunteer English teacher. Another centre was also established in Arba Minch where the Provincial Education Officer enlisted the talents of an Irish Sister who was teaching in a local secondary

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[5] Interview with Ato Taye Demssew, Head of the Supervision and Evaluation Division.

[6] Hugh Hawes. Curriculum and Reality in African Primary Schools. Bristol: Longman Group Ltd., 1979, P.129.

[7] Ministry of Education, Awraga Pedogogical Centes: Handbook. Addis Ababa : Curriculum and Supervision Department, 1977. P. 7.

school to run the centre.[8] Thus from such a humble beginning at a school level probably similar to Havelock's model of problem solving of curriculum development, the concept of resource centre in the country's educational thinking was irreversibly introduced.

However it is since the eruption of the February 1974 popular Revolution and the subsequent radical social, economic and political changes that the setting up resource centres as an educational innovation became part of the educational development programme. As the country entered the socialist way of development, old ideas, relations, structures and institutions which perpetuated the old system had to be replaced by new and progressive ones. One of the institutions which served and safe guarded the interests of the ruling classes of the feudo-capitalist regime and which had to be radically reformed was the educational system. After the overthrow of the old regime wide ranging progressive proclamations, policies and programmes have been issued. One of the most important of these was the proclamation of the National Democratic Revolution (NDR). The NDR is the social, economic and political guide of the transition period from pre-capitalist and or semi-capitalist stage to socialism. And Ethiopia being a semi-feudal and semi-capitalist country had first to implement the social, political and economic policies of the transition period before passing to a socialist stage. The NDR therefore gave the country a definite national policy and a comprehensive guideline to government action.

Thus in accordance with the principles of the NDR, the Ministry of Education took a number of revolutionary steps among which may be included: new directives for education, formulation of new national educational goals, reorganization and decentralization of the educational administrative structure, bringing primary, secondary and adult education under the control and administration of the people and the establishment of Awraja Pedagogical Centres (APCs) and the Community Skill Training Centres (CSTCs).

The rationale for setting up of the Awraja Pedagogical Centres was the postulate that curriculum change and decentralization of educational administration presupposes the creation of supportive facilities and monitoring stations. It was argued that decentralization and curriculum reform need professionally trained Supervisory manpower and efficient machinery to involve the community in the development and implementation of the new educational system. It was believed that such centres would provide a working facility for supervisors, teachers, teacher-heads and community leaders and resource personnel in the Awraja. The following objectives and functions were envisioned by the authors of the programme.[9]

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[8] I bid.

[9] Ministry of Education, Awraja Pedagogical Centre: What it is and how it operates. Op. cit. PP. 8-30.

Objectives. The centres were charged with responsibility of providing a list of comprehensive services and professional advices to teachers in their areas. Their objectives are divided into short-term and long-term objectives as summarized below.

Short-term. The short-term objectives of APCs are:-

1. To orient local authorities and government agencies on the new directions of education and the new curriculum;
2. to conduct workshops for teachers, school directors and administrators;
3. to develop local curriculum in cooperation with the local agencies and the community at large;
4. to carry out short courses on methodology and principles of education for locally recruited unqualified teachers;
5. to serve teacher trainers as monitoring points for continuous follow-up;
6. to serve as distribution centes for locally and centrally produced instructional materials.

Long-term. The long-term objectives are:-

1. To develop local curriculum through research;
2. to provide continuous refresher courses for teachers;
3. to encourage innovative teachers to use the facilities of the centres to research, develop and originate new ideas and instructional materials;
4. to collect and display resource materials for use by teachers and to provide information on new trends and developments in the field of education;
5. to develop propotypes which will serve as models for teachers;
6. to harness the expertise of the various local technical or development agencies in the preparation of instructional materials;
7. to bring the school and the community closer by inducing community members to actually participate in shcool instruction in their respective area of specialization;
8. to help teachers become change agents of their community;
9. to act as community forum for the exchange of ideas and innovations or matters related to educational issues and;
10. to create a mobile book and teaching material system and to serve as feedback centres for national and local curriculum development.

Functions. APCs are to engage in four broad areas of activities. There are:-

1. Coordination;
2. Research and Planning;
3. Preparation of Instructional Materials and;
4. Training Educational Personnel.

Coordination: According to the directives issued by the Supervision and Evaluation Division, one important area where APCs can contribute in the improvement of education is by coordinating the activities of the various local organizations, professional associations, educational authorities and the community at large. A greater degree of responsibility is placed upon them to mobilize local resources both human and material for the development and improvement of education. They are expected to bring together the efforts of:- teachers, school directors and administrators, popular mass organizations (youth and women's organizations, Urban Dwellers' and Peasants' Associations, trade unions, cooperative societies of local artisans, professional associations), ministries, development agencies and research and training institutions.

Research:- The specific activities the centres undertake under this area pertain to curriculum and developmental problems. In line with the new curriculum approach of decentralization, the centres are to study possible ways of adopting the national curriculum to local conditions so as to relate education to the needs of the community. The centres are also to gather data, opinions, problems and recommendations from teachers and the community. Such data will be used for purposes of evaluation of the local as well as the national curriculum.

Particular responsibility is given to APCs to research on the language, history and culture of their respective localities. According to the Supervision and Evaluation Division researching on these topics is important from four view points.First, it was argued that this would be a step forward in the direction of fulfilling one of the commitments of the NDR which stipulated equal recognition of the language, history and culture of each ethnic group in the country. Secondly, the study would provide concerned authorities with correct linguistic, historical and cultural profiles of each ethnic group. Thirdly, it was believed that such kind of research would help in identifying and eliminating some of the unscientific or superstitious social practices detrimental to progress. Fourthly, it would be possible to promote and inculcate in the youth the spirit of understanding, appreciation and respect for the various cultural groups by publicizing such information.

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Another research objective of APCs is to study the culture, health and nutritional conditions, parental attitudes towards education, work load before and after schools hours and study habits and methods of children in their respective localities as factors affecting the teaching-learning process. The results of such study will be used to create better learning opportunities for children.

Moreover the centres are to engage in researching on ways and means of improving traditional crafttools. As centres of innovation and agents of change, APCs are expected to encourage and work with local artisans in the improvement of design and quality of tools and products respectively. The purpose of this research activity of APCs is to improve the working conditions and life style of local craftsmen who have hitherto been neglected and socially ostracized.

Preparation And Distribution of Instructional Materials:- The preparation of instructional materials comprises one of the most important activities of the centres. They are expected to produce propotypes of instructional materials from which teachers can develop their own materials.

Training Educational Personnel:- The training of school personnel including teachers, school directors and administrators is one of the main activities of the centres. The training is aimed at improving the professional and academic competencies and skills of teachers. APCs are also expected to give training to members of school committees, community leaders and local craftsmen.

With these objectives and functions in mind, the Ministry of Education initiated the setting up of one pedagodical centre in every Awraja in 1977. A sum of 3,000 Birr was allocated for each Awraja for the procurement of basic equipment. However this sum was found to be inadequate to expand the activities and services of the centres. The financial problem was solved when the Ministry of Education made a formal request to UNICEF for assistance. The request was approved by UNICEF which made funds available for the purchase of equipment and supplies, for the training of personnel and subsidy fund for local material development.

Today there are 106 APCs through out the country - one centre in every district. But there seems little or no consideration taken as to the exact location of the centres. They were merely opened in the district administrative centres which may not be ideally located in relation to the location of the schools within their respective districts. And in all probabilities the centres may be remote for the remote schools which need much of the help of the centres.

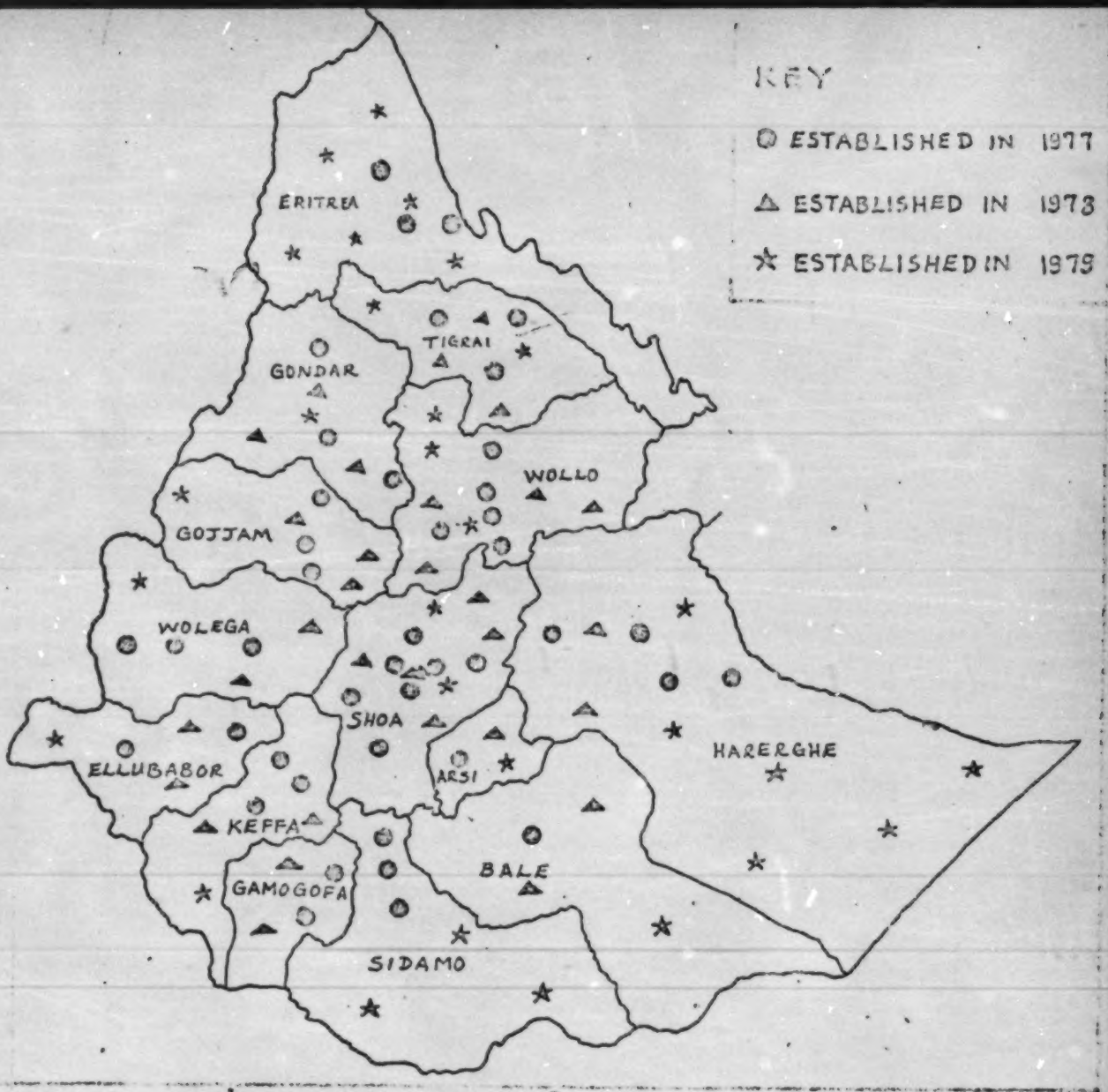

Fig.2 LOCATION OF THE AWRAJA PEDAGOGICAL CENTERS IN ETHIOPIA.

CHAPTER III

RESULTS OF THE STUDY

While it is not the intention to summarize here what has been said about the procedure of the study, it seems relevant to point out some of the general features. As a general background to this chapter it may be helpfull to briefly review the types of information collected and the processing of these information so that the reader may be well familiarized with the study.

As explained in Chapter I three types of instruments of data collection were used. These were interviews, questionnaires and observation. It was also stated that two groups of people were used as sources of information. These were teachers and centre personnel including staff members of the Supervision and Evaluation Division. The information collected from teachers dealt with teachers access to the centres' facilities and services, teachers evaluation of centres' materials and centre personnel, while the information gathered from centre personnel was about their work in the centres. Specific information were gathered on: the time the centres remain open, the procedures followed in the development and preparation of materials and the opinion of centre personnel on the objectives of the centres. Other kinds of information gathered included information about the dissemination of centre materials into the schools system, and information about the type of materials produced in the centres.

The processing of the data was as follows. The data were divided into two categories - those that could be turned into figures so as to count and add up them and those that could be compiled into written statements. To the first category belong responses from the questionnaires administered to teachers. A distribution table was prepared for each of the three sections of the questionnaire. Since numerical values and symbols were assigned to each of the questions, a simple frequency distribution table of the answers of the entire sample was prepared and each response entered. After all the responses were entered under their appropriate column, they were added and the order of answers indicating the importance they have for the respondent was established. Let us illustrate this with the following example. Suppose we take the first section of the questionnaire as administered to teachers from the Southern Zone. The items in this section dealt with reasons why teachers go or do not go to the zone's centre. There were 20 respondents. Only 5 of them responded that they have been to the centre on their own. They had then to choose the reason or reasons for their going there from among the 5 items. To discriminate between the items they were asked to put

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triple (✓✓✓), double (✓✓) and single (✓) marks. If they disagreed with any of the reasons they were asked to mark it X. If a respondent puts ✓✓✓, ✓✓, ✓ and X marks against a statement it means that he completely agrees, agrees, partly agrees and disagrees with that statement respectively. The frequency distribution table in our example looks like the table below.

TABLE II

Frequency distribution of answers of teachers from Western Zone to Questionnaire Section I. Question 1.

Respondent	Multiple Choice Items				
	a	b	c	d	e
1	✓✓✓				
2	✓✓✓	✓✓	✓	✓✓	✓
3				✓	
4	✓✓	✓	X	✓✓	✓
5	✓✓✓	✓	✓	✓✓	✓
6					✓

Note that items a, d and e were chosen by 4 of the respondents as reasons for going to the centre although item a would be the most important reason because three respondents completely agreed on it as their most important reason as indicated by the triple tick (✓✓✓) marks. Note also that only one person disagreed with only one of the items.

Technically speaking responses from questionnaire administered to centre personnel should have been treated similarly. But since the respondents were only four people, it was easier to summarize their responses without the use of frequency distribution tabulations

Having explained the quantification of the questionnaire data, it is fitting to briefly mention how the free response data were processed. These category of data consisted of interview-collected information from centre personnel and teachers. Since the questions were open - ended, responses were varied and complex. Because of this the responses were not tabulated to turn them into quantitative form. Instead carefull generalization and exhaustive inclusion of the responses was done. Vivid expressions, words and phrases spoken by respondents were recorded verbatim. Then the

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responses were grouped into broad similar categories. In this way it was possible to summarize and generalize the opinions of respondents.

In describing the types of information gathered and the processing of the data, it will have become clear that they are to a considerable extent interlocked and related to the kind of instrument used in data collection. Similarly the findings the study could be related to the particular instrument used. However before going into the findings, it must be mentioned that the response rate to all the interviews and questionnaries was very high. This was so because first, as the size of the population was quite manageable the task of administering the interviews and questionnaires was personally carried out by the writer, and secondly since the respondents understood the objective of the study, their cooperation was very much forthcoming.

What Do The Questionnaires Reveal.

Accessibility Of Centres To Teachers: The first section of the questionnaires administered to teachers showed that of the 48 teachers used in the study only 15 – i.e. 6 from the Southern Zone and 9 from the Western Zone have been to their respective centres on their own. Putting this in another way, about 70% of the teachers in the sample have never visited the centres. Surprisingly of all the senior secondary school teachers in the sample less than one percent have been to the centres. Of those teachers who have visited the centres, over 60% said, the preparation of instructional materials and teaching aids, seeking professional advice and meeting teachers from other schools were their most important reasons. Reading for one's personal professional growth and making references or reading related to instructional objectives were given as partial reasons only by 20% of the teachers. On the other hand of those who didn't visit the centres, 70% said that they do not know much about the services and facilities offered by the centres. Distance and inadequacy of the professional and academic competencies of centre personnel were given as partial reasons by 15% of the respondents.

However the proportion of teachers who have never been to the centres seems to be uniformly high for all teachers from all types of schools although one would expect more teachers from government schools visiting the centres than teachers from the public and mission shcools. Also, there was no significant difference in the use of centres by teachers from the Western Zone and Southern Zone schools although the centre for the Western Zone schools was one year older and therefore teachers from this zone would have been more familiar with and informed about the centre than their counterparts from the Southern Zone. The percentages of teachers who have been to the centres were 25% for the Southern Zone and 33% for the Western Zone.

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Teachers' Evaluation Of Centre's Materials And Facilities. Although 20% of those teachers who have been to the centres were unable to evaluate the materials and equipment at the centres, the evaluation of the remaining 80% was as follows. The adequacy of the availability of a variety of materials in the centres was rated "Fair" by 70% of the respondents and "Good" by the remaining 30%. Taking the items of the questionnaire independently, the adequacy of the availability of audio-visual, audio, visual and projecting equipment was rated as "Extremely Poor or Nil" almost by all the respondents, while the adequacy of the availability of other teaching aids such as charts, maps, models and other illustrations was rated "Good" by 58% of the respondents. Almost 90% of the respondents rated the relevance of the contents of materials available in the centres "Very Good". There was, however, no significant difference in the evaluation of the materials among teachers from the two zones although teachers from the Southern Zone seem to rate their centre materials relatively higher than teachers from the Western Zone.

Teachers' Evaluation Of Centre Personnel. The average rating of centre personnel by all respondents was "Good". However when each item of the questionnaire was treated separately, almost all respondents rated four activities and qualities of centre personnel "Fair". The four activities and qualities were:- encouraging teachers to make use of the centres' facilities, providing information about the centres and keeping accurate and up-to-date records about centres facilities, maintaining effective relationship with teachers and carrying on an effective program of activities and being available for consulation and coordinating services with other centres, agencies and other sources. On the other hand the professional and academic competencies of centre personnel, job liking and performance were rated "Good" by all the respondents, but school visit by centre personnel was rated as "Extremely Poor or Nil" by all the teachers. Almost all the teachers used in the study said that they have never been visited by anyone of the centre personnel.

Evaluation Of Centre Personnel On The Accessibility Of Centres And Their Services And Facilities To Teachers. Consistent with the author's observation all the personnel in both centres said that their respective centres remain open only during office hours, the implication being that teachers cannot use centre facilities before or/and after the beginning or the end of the daily school programme and Saturday afternoons. Although the author did not come across even a single teacher who has borrowed materials from any of the centres, all respondents from both centres said that centre materials are available for teachers on loan system and that teachers can use centre facilities for producing their own materials. All centre personnel also said that they spend only 60 - 70% of their average working day in their respective centres. In conformity

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with the teachers' evaluation on school visit by centre personnel, all centre personnel described their visit to the schools in their respective areas as "Very Unsatisfactory". No attempt has been made to visit schools and explain to teachers about the services and facilities available in the centres or discuss with teachers problems and issues related to instruction.

How Clearly Do Centre Personnel Understand The Objectives And Functions Of APCs. Generally speaking all centre personnel seem to understand the objectives and functions of the centres. All of the respondents at least reproduced the major objectives and main areas of function of the APCs as envisaged in the official documents. Although they were strictly instructed to list down objectives and functions on the basis of priority, educational and instructional personnel and activities were not given first priority. For example in listing down the activities coordinated by the centres, at least 50% of the respondents regarded coordinating the activities of various organisations and government agencies as their first priority and the activities of school administration committees as their last. The same could be said about the training activities of the centres. While 50% of the centre personnel mentioned only teachers, school directors, school administration committee members and other educational personnel as their prime targets, the other half of the respondents gave equal priority to educational personnel and various community members as far as the training activity of the centres is concerned. On the other hand contrary to the apparent confusion on the research objectives of APCs among centre personnel as can be inferred from the annual reports of the Supervision And Evaluation Division, all centre personnel in this study but one seem to fairly understand this objective. All respondents overwhelmingly gave first priority to curricular and instructional researching. But this is what they say. What they practically do on the basis of this understanding can tell more whether they understand this objective or not. On the other hand for almost all centre personnel instructional materials preparation means preparing only teaching aids. Not a single respondent mentioned written materials such as handbooks, guides, texts or any other as materials falling within this domain. This is a serious misconception.

What Do The Interviews Reveal?

Procedures And Steps In The Preparation Of Materials. Perhaps one of the most important findings in this study is the way teaching aids are prepared. All respondents from both centres stated that teaching aids are prepared as they are felt necessary and useful for teachers. All teaching aids available in the centres have been prepared in this way. Asked about the steps involved in the preparation of teaching aids some said that there is only one step - i.e. reproducing illustrations, diagrams, figures and charts from textbooks and teachers' handbooks. Steps that are considered necessary and which one would expect to be followed in the preparation of teaching aids by institutions of professional responsibilities such as APCs seem to be unknown to all centre personnel.

Steps such as originating the idea, developing a prototype, testing it on certain schools, revising it on the basis of the testing and then disseminating it to the school system are totally absent in the process of material and teaching aids preparation. Incidentally, almost all centre personnel feel that APCs are not professionally and technically capable of fulfilling the responsibilities they are charged with. Low moral support and financial constraints were given as main reasons. On the question of job satisfaction two divergent views emerged. While centre technicians expressed disatisfaction mainly due to lack of incentives, centre supervisors indicated they were happy with their job. On the question relating to teachers' use of the centres, all respondents said that it is insignificant. Howevery they held a somewhat implausible view on this issue. Contrary to the opinion held by teachers on the question of the failure of teachers in using the centres' resources, centre personnel attributed this failure to teachers' unwillingness, inconvinient location of the centres in relation to the schools and lack of raw materials in the centres. Commenting on the major obstacles the centres face in accomplishing their objectives almost all respondents mentioned administrative, financial and manpower problems. Most of them stated that centre personnel are frequently instructed by higher authorities to do tasks that do not fall within their field of activities. Most of them consider this as one of the most serious problems because it takes them away from their centres for greater part of their average working day. They also consider lack of money and manpower as very serious constraints. Because there is no budget allocated for APCs, they face chronic financial problems. Most respondents also feel that shortage of manpower and inadequate training of those already working in the centres coupled with frustration and disilusion among some of the centre personnel undermine the work of the centres.

Dissemination Of Centre Ideas And Materials Into The School System. One would expect ideas and materials developed in the centres to be disseminated into the school system. However the responses of teachers to the interview questions and the authors personal observation proved to the contrary. Most of the teachers interviewed said that they have not benefited from or used ideas, methods, advices emanating from their respective centres. Since most teachers are not aware of the services and facilities offered by the centres and since centre personnel do not spread information about the centres into the school community, ideas and materials developed in the centres remain there. This is consistent with author's observation. The author did not come across any material, method or idea from the centres used in any of the schools in the sample. Even in the schools which have established their own sub-centre, centre materials are conspicuously absent. Centre materials, ideas and techniques are to be found nowhere but in the centres themselves. The influence of the centres was minimal in both zones in all types of schools.

Evaluation Of Centre Materials By The Writer. As indicated in the previous chapter a systematic observation of centre materials was

carried by the author. An inventory of all items produced in the centres was taken. This has to be done because, there is no system of recording the materials produced or available in the centres. Nevertheless about 90 different items were recorded in the Southern Zone pedagogical centre. Of these 54 or 60% are items that do not have immediate instructional relevance. In the Western Zone pedagogical centre a total of 56 different items were recorded. 38% of these were classified as non-educational. Those items that were classified as materials of instructional value were exclusively teaching aids, most of them being concrete objects ranging from animal models to a simple projector. Of the 150 items produced in both centres, there was only one written material containing instructions and illustrations of how to make certain items. On the other hand the items that were categorized as non-educational varied from trays made of papier mache to electric stoves. These items have been produced on the assumption that they can serve as demonstration items for the introduction and development of appropriate technology-an idea in harmony with one of the objectives of APCs. Although most of the materials from which the items are made are locally available they are in most cases expensive and not within the reach of most schools. Also, the items seen to be complex for the ordinary teacher. Most of the teaching aids are not simple. They require certain skills and relatively longer time to make which most teachers neither possess nor can afford to spend. It is also somewhat unfortunate to observe that almost all the items produced in the centres are idlely kept in the storerooms deteriorating and gathering dust as each day passes.

Building Design

Both centres are housed in the same building. Each centre has its own library, display room, store-room, office and workshop. The Western Zone's centre has a hall while the Southern Zone lacks this. This means theoretically both centres meet the minimum building design requirement as envisaged in the project. But what kind of library, workshop or display room? Can we call a room with one table, four chairs, and two shelves with a handfull of old books a library? This is how the libraries in both centre can be described. The workshop rooms in both centres cannot accommodate more than 4-5 people.. The store-rooms are also very small. The same could be said of the display rooms. However, it is very strange to observe that the centres are separated by a wall put up in the corridor joining the two corners of the building. The wall was primarily put to separate the two zones shcools' officies and their respective pedagogical centres. This is rather a peculiar arrangement of space utilization as far as the centres are concerned.

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The Application Of The Individually Prescribed Instruction (IPI) Model In Evaluating The Work Of the Centres.

The evaluations, both objective and subjective, that have been made so far in this tudy have attempted to look into some of components of the programme. But they all fall short of systematically analysing the essential components of the centres' work. The IPI model of systems analysis was therefore used to obtain objective data by evaluating the annual work plans of the centres. Every activity has been broken down into its essential elements in as much as this has been indicated or as can be inferred from official documents.

Basically the IPI model points out the significance of formative evaluation. As can be observed in appendices IV and V most of the elements that should go into each component are not indicated. In most cases objectives or goals are either vaguely stated or not indicated at all. With the exception of the financial inputs, what resources are necessary for achieving the goals could not be entered under the plan column. The same could be said of the operation and assessment components. Generally speaking therefore centre personnel do not seem to know indetail what should go into each component. They do not seem to be able to identify what their programmes will entail. Take for example the first goal in appendix IV "To train 74 school directors and school administration committee members from 74 schools." Yes school directors and administer's must be trained. But for what purpose? There must be specific objectives and the objectives must be stated in such terms that no ambiquity whatever will exist about them. Similarly what elements will go into the plan so that the objective may be realized are not specifically identified.

As can be observed in appendix IV, of the 9 training programmes planned for the period shown only 2 have been executed. And even these two were not executed as planned. Naturally one would expect specific reasons why the programmes were not implemented. Although it was impossible to find this in the annual report, centre personnel were consulted on this issue. The major reasons given were time and financial constraints. Of course these are important factors. Money is always difficult to get. This seems to be valid. But on the question of time, I must be less reserved. Something seems to have gone wrong during the planning stage. For example the first 5 trainig programmes will take 308 days of the year's 365 days. Forgetting even the remaining training programmes planned for the same year, the time allocation does not seem feasible. It is extremely difficult to conceive and develop a plan where practically everyday including Saturdays, Sundays and holidays will be used as a working day. Common sense and ordinary thought have been missing. The situation in the Southern Zone pedagogical centre is even worse. Of the 25 programmes envisaged for the year not even a single one

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has been fulfilled as intended. As indicated in appendix V, even those goals which the centre supervisor says have been achieved, could not be confirmed either through official documents or other concrete evidences. Moreover most of the goals are stated as vaguely as one can imagine, nor are they specifically and behaviourally stated. Some of the goals envisaged are also quite unrealistic. For example take goals under items 2, 3, 13 and 15 which deal with either setting up reasource centres or publishing journals. This is rather premature and unrealistic. A pedagogical centre such as this one which is not even known to the very teachers whom it is supposed to serve cannot be expected to set up centres and publish journals. It must first develop itself as a resource centre. Such objectives are not also of immediate relevance. There are more pressing problems than these ones. For instance 60% of the teachers in the zone are unqualified. Should one ignore this problem and contemplate on activities that must be taken on long-term basis? The implication of such situation is that the plans are not genuine and feasible. They are nominal and have paper existence. One cannot and should not plan 100 activities to find oneself doing only 20 and even these partly done. The problem of being unable to divide a programme into its major phases or components in order to identify and isolate elements, arises from lack of specification of aims and goals. One cannot and should not keep aims or goals mentally and undertake the activities involved. Unless one knows where he is going to, he can go to anywhere.

One should also be able to establish without any doubt whether an objective has been achieved or not. This is very essential, because it is a feedback for the programme implementer. It helps him to judge the adequacy of his procedures, efforts and decisions and makes evaluation easy and unambigous. But people in both centrés do not have a means of assessing their work. In fact they do not seem to be aware of the need. The annual reports do not mention why some of the planned programme were not carried out. On the other hand, one would expect programmes that have not been carried on during the plan year to be included in the next plan year. This is not the case in the centres. New goals are set for the next year and most of the goals that have not been achieved during the previous year are abandoned.

As evaluated by using the IPI model, both centres are in bad shape. The gap between what is envisaged and what is actually fulfilled is so serious that planned work in the centres is meaningless and fake. It takes more than writing vague statments of intent. Planning means telling what is going to be done in the future. But the future is uncertain. That is why therefore there is a need to take into account and analyse present conditions always making room for unforeseen problems. Moreover one must be as specific and as sure as possible what he is going to do, with what resources and under what conditions, and must have also a system of reviewing what he has done. This is terribly lacking in the centres.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Those responsible for education make decisions that affect educational programmes. But to make a decision one must know how the programme is being implemented and must take stock of progress as the programme is under way. At every stage of programme implementation there must be continuous follow-up. Unless this is done it will be too late to take corrective measures, because resources and time would have already been wrongly used. Programme implementers and operators alike must be able to see and understand the shortcomings and the course of development of the programme before the gap widens. Once a programme has gone wrong, it is tantamount to start all over again or will be very expensive to take remedial steps to say the least. This study has been an evaluation of the work of two pedagogical centres in Addis Ababa. The primary purpose of the study has been to determine the accessibility, adequacy and relevance of the centres' materials and facilities to teachers' instructional and professional needs. An attempt has also been made to find out: whether the professional and academic competencies of centre personnel are adequate or not; whether centre personnel clearly understand the objectives of the APC programme and to use the IPI model in the evaluation of the work of the centres.

The two centres have been selected through the stratified random sampling method. 48 teachers from 12 schools, 4 centre personnel and some staff members of the Supervision and Evaluation Division have been involved in the study. To gather data from each group of people in an organized way, interviews and questionnaires have been adminstered. To supplement these data, personal observation by the writer has been used wherever the need arose. The data were processed in two ways. Questionnaire data from teachers were quantified and turned into numerical values. Data gathered through interviews were summarized into general statements while data gathered through observation were used to verify other data.

The analysis of teachers' responses to the questionnaires indicated that the majority of teachers have never been to the centres. Almost all of these teachers said that they are not informed about the services and facilities provided by the centres and that this was one of the main reasons why they do not go to the centres. However no differences were found between teachers from the two zones and from the different schools as far as teachers' use of the centres' facilities are concerned, although senior secondary school teachers as a group were the least to make use of the facilities offered by the centres. The variety and content relevance of centre materials were described as "Fair" and "Good" respectively by the majority of the respondents who have visited the centres.

An analysis of centre personnel's responses to questions relating to the objectives and functions of APCs, indicates that apparently all centre personnel seem to understand them fairly well. But at least as much as half of them do not give first priority to the objective they considered most important.

Materials are produced as they are felt necessary by centre personnel and there seems to be no due consideration given to important procedures of material development and characteristics such as suitability, durability and educability. Most centre materials do not have immediate instructional relevance. But the contents of those which have direct instructional value is relatively good as evaluated by most of the teachers.

Conclusions

Several possible conclustions can be drawn from the results of this study. It can be safely concluded that both centres are extremely under-used. Their services and facilities are unknown to most of the teachers. By and large, the centres seem to have failed to integrate themselves with the curriculum. Neither ideas nor materials from both centres have been adequately disseminated into the school system. Generally centre personnel do not seem to know exactly what their task should be. Work in the centres is disorganized and full of uncertainities. Centre personnel do not produce consistent programmes of action. Their activities seem to be more diffuse and less supportive to the work of teachers in the classroom.

Financial and adminstrative problems, lack of enthusiasm among centre personnel and most importantly lack of clear cut guidelines as to what the immediate and specific functions of the APCs should be, have adversely affected the work of the two centres. In short the two centres are not achieving their goals satisfactorily and will remain isolated and under-used unless some steps are taken in the immediate future.

Recommendations

The following recommendations can be made from the data analyzed in this evaluation.

1. The Need To Spread The Information: Basically APCs have been set up to serve teachers-making available facilities, services and equipment to meet the various instructional and professional needs of teachers. However in this study it has been empirically estabilished whatever facilities and services are available in the centres, they are not within the reach of teachers, not because teachers cannot afford, but because teachers are not aware of them. It is not compulsary for teachers to go to the centres and make use of the facilities there. Rather, they must be informed and convinced of the benefit that would accrue to them. On the other hand it is incumbent upon the centre personnel and those above to spread and propagate the concept first. This is the minimum and the first task of people charged with the management of resource centres. Unless teachers are well informed and motivated, the centres will remain underused. It is not enough that teachers know that such a centre exists in their zone or even in the very school where they teach. What really matters is whether they are resource-centre conscious or not. They must be induced to the use of the resources available in the centres. They must not be preached or harangued at.

They must understand the advantage and be willing to take this advantage. Otherwise there is little or no use in setting up a resource centre if it is not going to be used extensively by teachers.

Teachers' use of the centres' resources is very crucial for further expansion and development of the whole APC strategy of educational reform. It is from the consumers of the services and facilities of the programme that basic information for evaluation is obtained. Teachers' opinions, constructive criticisms and recommendations form the basic for change and improvement. It is those for whom the service is provided that can tell and point out the problems. And for them to tell and pin-point such problems and loopholes and for the information to be valid, most teachers must first and foremost make use of or consume the services and facilities. In short without information from adequate number of teachers who actually consume what is offered by the programme, the evaluation will not be adequate and without adequate evaluation, improvement and further development will be minimal. At the present, the number of teachers who actually use the centres' facilities and therefore who can give constructive criticism and genuine information about the centres is practically insignificant. This does not, however, preclude one from suggesting corrective measures on the basis of the evidences gathered in this study. The fact that teachers are not using the centres is an adequate evidence to suggest that the immediate task of centre personnel should be to impart, counsel and guide teachers on the use of the centres.

2. Centres Materials And Their Preparation: As evaluated by teachers and confirmed by personal observation, both centres produce quite a number of teaching aids that are adequately related to the curriculum. However the production of a considerable number of items that are not of immediate instructional value some of which are very expensive must be critically or even sceptically taken. APCs cannot be production centres of consumer goods at least at the present nor should they publicize a technique or a product that is already in use de novo. Pertaining to the question of educational materials, centre personnel must be aware that teaching aids are not the only materials necessary in the teaching learning process. At present practically all educational

materials produced in both centres are teaching aids. It is high time that this misconception be avoided. In the preparation of materials it must be clear to be avoided. In the preparation of materials it must be clear to centre personnel that it helps nobody to produce materials which have not been demanded. The materials available in the both centres have been produced simply because centre personnel thought they are necessary. Yes they may be necessary, but they may not be used. This is the situation in both centres. Again the question of extensive teachers' use of the centres' facilities and resources becomes important. If teachers are not aware of the centres, then the centres must ascertain their existence by creating this awarness. Also in the preparation of materials, centre personnel must be aware of the need to follow certain steps or phases. A material should be not produced just in one stroke. It must be developed, and tried. Its suitability, durability and educability must be evaluated through field trial. Then on the basis of the feedback obtained it willl be improved and can then be used as a model to be disseminated into the school system. Even then there must be room for manipulating different alternatives to meet particular situations. A centre personnel must not produce materials solely on the basis of his own imagaination. The opinions and suggestions of teachers who are acutually going to use the material in a concrete situation, should constitute one of the most important ingredients. This is absolutely lacking in the work of the centres.

3. Qualities of Leadership Are Needed In The People Who Manage The centres:

Resource centres are as effective or dormant as the people who run them. First of all, people must be committed. It is absolutely necessary that those who work in the centres must feel responsible for both the failure and success of the programme. This is not preaching. Nor is it special to people associated with directing resource centres. But I think there is cause for worrry in this study. Most centre personnel feel frustrated for reasons already mentioned in the previous chapter. Secondly most centre personnel spend a considerable

part of their average working day outside the centres although this may not be of their own choice. But the point is, one will be less resistant and more susceptible to accept instructions that will take him away from his job. I am not arguing that one should not accept instructions from his superior. No, this is impractical and wrong. What I am saying is that if one is not committed to his job, he will not present convincing reasons to have the instruction reversed. He will be easily influenced and will go away from his centre at the slightest pretext. It is unfortunate that this is the tendency among some of the centre personnel. Secondly centre personnel must be competent. As evaluated by teachers and confirmed by themselves, centre personnel need further education in the field in which they are not competent. They also need training within the context of life - long education. This means they must be up dated and provided with opportunities for further professional growth. They must have the capacity to offer leadership in motivation, utilization and experimentation in the use of materials for teaching and learning. But they themselves must be first motivated before they can be expected to motivate people. At present they feel they are less rewarded, and therefore become less enthustiastic in their work. This has a decision implication for higher authorities. Thirdly centre personnel must be more systematic and organized in their work than they are now. They must design a system of recording their materials. I think in the management of resource centres what facilities, collections of materials, equipment and devices are available must be registered so that those who want to use them have a quick reference. At present the centres do not keep an inventory of their items. In drafting their annual work plans, centre personnel must show imagination and use sound judgement. The programmes they plan must be achieveable. They must develop the practice of giving priorities to more relevant and manageable programmes. They must also develop the habit of evaluating their work. This is a serious handicap of the centre personnel. Without constant evaluation one is likely to fail to grasp the right method of doing things.

People must see their errors inorder not to repeat the same errors and to do things in the right way. I must however, be frank to point out that the habit of evaluating one's work is also lacking or is at least inadequate among us people in the department. Truely the Supervision and Evaluation Division carries out yearly inspection of the APCs throughout the country. But is this kind of evaluation adequate? I say it is not. Certainly the task of carrying out a comprehensive indepth evaluation of all the centres throughout the country may be difficult. But a sort of systematic conclusive evaluation can be undertaken. Although staff members of the Supervision and Evaluation Division have made commendable job in reactivating the Addis Ababa centres, I would personally expect them to do more. Short visits how frequent they are, are limited as a means of continuous follow-up. A critical investigation of their work must be done and this must not be inept nor should it be taken as the last resort. It must be a component part of our work, if we claim to have committments to the goals of the programme we have initiated ourselves.

4. The Need To Modify Objectives And Functions of APCs: It must be stated clearly that, the idea suggested here is not to abandon the original aims of the APC programme. But in the hands of less trained people, eventhough they may posses the potential, both short and long - term objectives may be accorded the same treatment. This seems to be a common trend in many of the centres as can be deduced from the annual reports. For example some of the objectives of APCs are developing appropriate technology and researching on ways and means of improving traditional techniques of production. Certainly this should not be given first priority in the implementation of the programmes of the centres, yet significant number of APCs give equal emphasis to such long-term objectives as to preparing instructional materials or gathering basic data for curriculum evaluation. This is only part of the problem. Another problem related with objectives and functions of APCs is that the tasks assigned to them seem to be too many and formidable.

According to the developers of the programme, APCs are envisioned to be big institutions of reasearch, centres of training, centres for the development of appropriate technology etc. The list could be too long. But there must be a limit as to what such institutions can do. Their objectives must be specific and within limits. They must be achieveable within the context of the objective reality of the country. Personally, I have no quarrel with the objectives as such. But I don't agree with the very idea of setting many lofty aims only to find that they are unachieveable with the means you have. There is therefore a need to clearly and specifically determine what the objectives and functions of the centres should be at the present. This is not a shift of position. It is rather a shift of emphasis. Centre personnel must strictly be instructed to engage in activities that have relevance in the improvement of teaching and learning and activities they are able to achieve. Specifying and stating objectives rather clearly would help centre personnel from deviating of their immediate goals.

5. The Need To Resolve Admistrative And Budgetary Problems: One of the main grievances of centre personnel is that they are often instructed, in most cases with or without short prior notice, to participate in many social activities at the expense of their routine work. Being educators, centre personnel, and this is more so in the countryside, are most likely to be involved in social activities particularly in the literacy compaign currently underway. This is good and centre personnel are doing a commendable job. But in the name of public service some centre personnel are conspicously absent from their centres. Annual reports by the staff of the Supervision And Evaluation Division confirm this. This is a serious problem. One can still contribute a lot while fulfilling his normal duties. One's voluntary contribution to public welfare should not necessarily preclude one from doing his job regularly. If this is the case then the one who stricktly stands by his job and completes on time is doing more service than the one who is everywhere doing a bit of everything. Adminstrators and concerned authorities must take this issue seriously, because it adversely affects the work of the centres.

Certainly, centre personnel as members of the community can and should participate in public life. But they cannot be used as spares to be picked up at anytime. Their participation must be planned in such a way that their work in the centres is not very much affected. Another problem related with this which adminstrators must resolve, is the problem of budget. APCs are facing chronic financial problems. Money is needed for materials and for running training programmes. As indicated in the previous chapter there is no provision for allocation of funds for APCs. Of course authorities must be carefull with resources, but I think there is also a need to understand that a certain amount of financial resources is indispensable for the work of the centres. If money is available on an off and on basis centre personnel will find it difficult to plan and implement the plan. Whatever funds will be released, they must be available at the right time. It is therefore essential that this must be resolved once and for all.

6. The Need To Merge The Two Centres. The rationale of setting up a pedagogical centre in every district was not to have as many centres as possible. It was mainly to take the resource centres nearer to the schools. Otherwise it would have been most economical to have one centre for all of the schools in the country. However the two centres in this study share the same building. As indicated by people from both centres and observation - validated by personal observation, both centres have space problems. Yet the actual space they occupy could be used more efficiently by merging the two centres. Many of the rooms can be combined into single rooms of economic size. Merging would also bring other benefits to the centres. The fact that both centres have financial and manpower problems makes their merger economically sound. Resources both financial and human could be used more efficiently and effictively if they were brought together. Whatever meagre resources are available, they must not be thrown away in order to confirm to adminstrative practices. In addition to the above advantages, merging

would help solve the problem of duplication of efforts. At the moment, each centre is doing what the other centre on the other side of the same building is doing. Things that one centre does are attempted by the other. Yet both are not doing satisifactorily. This is a wasteof energy money, and trained personnel. Bringing the two centres togather wbuld also result in an efficient deployment of manpower. As indicated above each centre is going it alone and each centre faces manpower shortage. By bringing the manpower of both centres together, activities and functions that used to be done separately can be combined so as to release part of the manpower for other duties. This basic economic law should be applied as long as the centres are housed in the same building and as long as both centres are under-used. However the present level of cooperation between them is not encouraging. There seems to be little or no, and this applies to all the centres in Addis Ababa, communication between the two centres. Certainly this is very unfortunate. One would expect such centres to exchange ideas and share experiences and undertake joint activities. They must at least be able to communicate between themselves. Nevertheless the long - term location of the centres must be critically analysed. For example the Western Zone Pedagogical Centre is located on the extreme part of the zone, and the centre personnel see this as part of the reason why teachers do not frequently visit the centre. They say the location of the centre is inconvinient for about 90% of the schools in the zone, although the evidence on distance as a factor has been inconclusive. It is therefore essential that authorities see this problem and eventually choose an appropriate location of the centres.

There are several additional points that seem worth noting and have decision implications for higher authorities. To begin with, it must be mandatory for the centres to present their annual work plans to the Supervision and Evaluation Division or to any other appropriate office, that is capable of evaluating the relevance and feasibility of the activities

envisaged. This has two advantages. First resource wastage can be avoided. It would be regreted to evaluate when a programme is already implemented, because by then what could not have been wasted will be already wasted. Secondly it gives centre personnel an immediate feedback so that they can avoid mistakes before hand. Someone may argue that this is Unecessary and a heavy burden for the central APC authorities. But someone who can really scrutinize and asses the value of a programme must do this job. If this is not possible, an alternative would be to list down activities with specific goals and instruct centre personnel to stricitly engage in those activities until such a time comes when APCs will be doing what they are supposed to do. Otherwise their objectives and functions will remain diffused.

A second relevant point that authorities must give due consideration is the apparent tendency to be self-complacent with the setting up of school resources cantres. No one would doubt the value of a resource centre at a school level. In fact that is what the future trend should be. But there is also a need to have a second thought about this. During my investigation tour to the sample schools, I came across to some of the school resources centres that have been set up with the initiative of teachers who have taken training in the zones' pedagogical centres. I must say, that the situation is not very much encouraging. Admittedly some are good and teachers as well as pupils can be seen working and doing something. Such centres must be encouraged and assisted. But there are others where neither teachers nor pupils can work, not because there is no enthusiasm but because they are too small. Without any exaggeration some of the rooms cannot accomodate 10 pupils. This must be viewed against the average official class size of 45 pupils. I think it has become fashionable for schools to set up a resource centre sometimes by squeezing pupils into incredibily large size classes inorder to make extra room, without really assessing how extensively and effectively the centre will be used. Moreover school resources centres seem to suffer from the teaching aid preparation mania as

the central pedagogical centres do. Here toothe majority of the materials are teaching aids of limited variety. As I have indicated elsewhere this is not bad as such, but a resource centre is not a place where only a few teaching aids are found. As it has been possible to make those few teaching aids, it is also possible to make a variety of teaching aids and other materials equally cheaply or dearly. It is the mental limitation that is the problem. Centre personnel and higher authorities must therefore take the setting up of school resources centres as a strategy for the dissemination of the APC programmes and to this end control and direct it.

A third important point which authorities must be aware of and on which they must take a measure is the relationship between the Senior secondary schools and the centres. As has been indicated under Chapter III., teachers from senior secondary schools as a gourp are the least informed about the centres. Centre personnel also admit that they have nothing to do with such schools. Perhaps senior secondary schools may have their own facilities and therefore teachers become less tempted to go to the centres. But it could also be the attitude such teachers have towards centre personnel. Obviously centre personnel have less academic and professional qualification than senior secondary school teachers. It is possible therefore that the latter may see the former as their inferior. In fact this is the general impression I got during my discussionwith them. Although there is no clear guide as to what schools fall within the APC domain, one would take it for granted that senior secondary schools should also make use of the centres facilities and services. There are two reasons for this assumption. First, aside from the schools in the highly urbanized towns, many secondary schools in the country have poorer and lesser facilities than the APCs can offer. Such schools can therefore benefit a lot from the APCs' resources. Secondly, Senior secondary school teachers as a result of their higher training and better qualification can help their colleagues and primary school teachers. It is therefore imperative that the centres and the senior secondary schools be brought closer for mutual benefit.

Finally, the production and utilization of centre materials deserves a special attention. In view of the lack of financial resources there is tacit consent among higher APC authorities and those who work in the centres in allowing the production of items for sale to argument the income of the centres. On this pretext, many centres produce articles for sale to the neglect of the production andprovision of educational materials and facilities respectively. But producing items purely for sale cannot and should not be one of the objectives of APCs. The prime objective of APCs must always be providing educational services and facilities. However, items produced by APCs can be used on two levels so that the prime objective is achieved and the financial problem is partly solved. To illustrate this idea, let us consider the production of a simple electric stove, a very common item in the centres. The science teacher who may be teaching about heat, electricity and resistors etc. can use the simple centre-made electric stove in his lesson. This is the first level of utilization. After being used as a teaching aid, the stove may be sold and the money obtained can thus be used to buy other things. This is the second level of utilization. This practice is not a new one as some schools have been doing it for a long time. But it has so far been limited to needle work products. APC personnel should therefore explore the possibilities of producing items that can be used for educational purposes as well as for obtaining some financial resources for the centres.

APPENDIX I

Questionnaire Administered To Teachers.

The following questionnaire has three sections. You are kindly requested to freely answer all the questions under each section. You will not be punished for your responses whatsoever.

Section I.

This section deals with problems you might face when you want to make use of the cente's resources and facilities. For items under questions 2, 3 and 4 put ✓✓✓, ✓✓ , ✓ and X marks in the blank spaces to indicate whether you completely agree, agree, partly agree and disagree with each of the statements.

1. _____ Have you ever been to the centre on your own?(Yes or N

2. If your answer is Yes,what was your reason.

_____ (a) To prepare instructional materials/teaching aids

_____ (b) To seek professional advice/discuss problems etc

_____ (c) To make references or reading related to my instructional objectives.

_____ (d) To meet teachers from other schools and discuss and exchange ideas, views and share experiences with them

_____ (e) To read and study for my own professional growth

3. If your answer is No, which of these do you think is/are the most important reason(s).

_____ (a) I do not know much about the services and facilities offered by the centre.

_____ (b) I do not think the professional and academic competencies and skills of the centre's staff are adequate to be any help to me.

_____ (c) I do not consider it necessary to spend time there, because I know what and how I should teach.

_____ (d) I do not have time to go there, because the centre is too far.

4. As far as the effective use of the centre is concerned you may consider the initiative of the centre personel Using the same marking system indicate you agreement or disagreemnt with the following statements.

_____ (a) The centre supervisor/senior technician gives orientation and guidance and encourages teachers to use the centres facilities and services.

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APPENDIX I

_____ (b) The centre supervisor/senior technician involves teachers and participates with them in the preparation of materials.

_____ (c) The centre supervisor pays frequent visits to the school where I teach.

Section II.

This section concerns itself with the materials and equipment available in the centre. You are to use the following evaluation ratings by means of the scale defined below.

5. If the provision is Excellent
4. If the provision is Very Good
3. If the provision is Good
2. If the provision is Fair
1. If the provision is Poor
0. If the provision is Extremely Poor or Nil

Using the above rating scale, indicate your opinion by putting the number is the space provided.

_____ (a) Variety of materials in the centre.
_____ (b) Curriculum materials
_____ (c) Materials for basic information
_____ (d) Materials for supplementary information
_____ (e) Materials for depth
_____ (f) Materials for enrichment
_____ (g) Relevance of the contents of the above materials for your classroom teaching/learning needs.
_____ (h) How adequate is the availability of audio, visual and audio-visual aids.
_____ (i) Availability of other teaching aids such as charts, maps, models, and other materials.
_____ (j) Adequacy and availability of projecting equipment.

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APPENDIX I

Section III. Centre Personnel.

Using the same rating scale put in the number against each of the statement which you think describes best the centre supervisor.

_____ (a) He shows genuine liking for his job.

_____ (b) Knows his job and performs his duties deligently.

_____ (c) He works and encourages teachers to make use of the centres facilities.

_____ (d) He provides adequate information about the centre

_____ (e) He carries on an effective program of activities in the centre and is available for consulation.

_____ (f) He has adequate professional and academic competencies and skills.

_____ (g) He keeps accurate and up-to-date records and information about the centre's facilities.

_____ (h) He maintains effective relationship with teachers

_____ (i) He exercises good leadership and initiative.

_____ (j) He cordinates services with other sources e.g. other centres, agencies or libraries.

Appendix II

Questionnaire Adminstered to centre personnel.

Position_____ Zone _____

The following questionnaire has two parts. You are kindly requested to answer the questions freely.

Section I. Accessibility of Centre Facilities and Services to Teachers.

Answer the questions by putting a tick (/) mark in the space which you think is appropriate.

		Yes	No
1.	Is the centre mostly open before the beginning of the daily school programme?	☐	☐
2.	Is the centre open continously throughout the day?	☐	☐
3.	Does the centre remainoppen after school hours?	☐	☐
4.	Does the centre remain open continuously on Saturdays?	☐	☐
5.	Is the centre open only during office hours?	☐	☐
6.	Does the centre reamin open during extra-office hours on teachers demand?	☐	☐
7.	Are centre materials available for teachers on loan system?	☐	☐
8.	Can teachers use centre facilities for producing their own items?	☐	☐

Appendix II

9. Approximately what percent of your average working day do you spend in the centre?

100%	50%	25 %	less than 25%

10. How would you rate your visit to the schools in your zone?

Very satis-factory	Satisfactory	Unsatis-factory	Very unsatis-factory

Section II. APC Objectives And Functions

The four major objectives and areas of function of APCs are Coordination, Instructional Materials Preparation and Distribution, Researching and Planning and Training. Please answer the questions that relate to each of them freely.

1. Coordination. What activities do you think you should coordinate? List them according to their order of importance.

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2. Instructional Materials Preparation and Distribution is the second function of your centre. What does this mean to you? Please be specific.

Appendix II

3. Researching is the third major area of activity of APCs. Please list down the most important research objectives of APCs.

a. _____

b. _____

c. _____

d. _____

e. _____

4. Training is the fourth function of APCs. List down the people you would give priority in this field.

a. _____

b. _____

c. _____

d. _____

e. _____

Appendix III

Position _____ Zone _____

Interview questions with centre personnel.

The following are free response questions. You are kindly invited to respond freely to each question.

1. In the preparation of instructional materials or teaching aids what steps do you follow?

a. _____ b. _____

b. _____ d. _____

e. _____ f. _____

2. Were the teaching aids produced in this centre demanded by teachers or were they simply produced because you thought they are necessary.

_____

_____

_____

_____

_____

3. When you prepare a teaching aid what important factors do you consider?

_____

_____

_____

_____

4. Do you think APCs are professionally and technically capable of fulfilling the responsibilities they are charged with? Please comment.

_____

_____

_____

Appendix III

5. Do you feel satisified with your job? Give any comment.

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6. How frequent do teachers visit your centre?

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7. What do you think are the most important reasons why teachers visit your centre?

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8. What reasons would you give Why teachers do not frequently visit your centre?

Appendix III

9. In your openion, what are the major obstacles your centre is facing in accoplishing its objectives ?

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10. Give any comment you may have on APCs.

Appendix IV

The IPI Model As Used In The Evaluation of The 1979 Work of The Western Zone Pedagogical Centre

Goals	Plan	Operation	Assessment
1. To train 74 school directors and school administration committee members from 74 schools. Purpose of training not indicated.	i/ Total expenses = 1,000 Birr ii/ No break down of items or activities that insure this expense and other in puts or resources used indicated.	Divide participants in to 4 groups and organise a 5-day seminar for each group at a turn.	Of the 74 school directors only 43 took part while the training programme planned for the 74 school administration committee members was cancelled. Time and financial constraints being the most important reasons.
2. To train 74 school resource centre heads so that they will be able to introduce and propagate resource centre consciousness among teachers.	i/ Financial input-1,500 Birr ii/ The same as above	Organise 15-day workshop.	Executed as planned, but only 42 teachers participated, and only 11 of them have established resource centres in their respective schools.
3. To train 370 teachers. Purpose not indicated	i/ 4500 Birr to be used ii/ The same as above	Divide participants into 5 groups and organise an 8-day workshop for each group at a turn.	Not executed.
4. To train unspecified number of vocational and technical teachers from 74 schools. Aim not stated.	i/ Financial expenses-3,000 Birr ii/ The same as above	Divide participants into 6 groups and organise an 8-day workshop for each group at a turn.	"
5. To train 2220 primary school pupils for unspecified aim	i/ Financial input-2,500 Birr ii/ The same as above	Divide pupils into groups of + 60 and conduct 37 consecutive seminars each lasting 5 day.	"
6. To train 758 junior secondary school pupils to be able to do socially useful labour	i/ Financial input-1,500 Birr ii/ The same as above	Pupils to be divided in to 3 groups. Duration and strategy of training not known.	"
7. To give orientation to unspecified number of members of women's and youth organisations on the propagation of educational objective "education for production." Specific aim not clairfied.	i/ Financial input- 400 Birr ii/ The same as above	Conduct seminar for undefined duration.	"
8. To produce and publish a bi-annual centre journal to publicise new findings and research results of the centre.	i/ Financial Input-2,000 Birr ii/ The same as above	Nothing indicated.	"
9. To buy books, journals, periodicals, and magazines to enrich library collections.	i/ Financial input-1,000 Birr ii/ Contribution from organisations, societies and private citizens.	The same as above	"

Appendix V

The IPI Model As Used In The Evaluation of The 1980 Work of The Southern Zone Pedagogical Centre.

Goals	Plan	Operation	Assessment
1. To agitate and involve the public in educational activities	Nothing Indicated as to what inputs will be necessary	Nothing Indicated as to how it was carried out	Result "Unsatisfactory" as stated by the centre supervisor
2. To agitate for the setting up of resource centres in at least higher Urban Dwellers Associations for both teachers and students use and the preparation of instructional	"	"	The centre supervisor claims that this task has been fulfilled, but could not substantiate with concrete results
3. To make efforts to produce journals in which new findings from the centre such as the techniques of soap making and weaving and articles from government agencies on detrimental social practices can be published.			Nothing Done
4. To agitate orient members of Urban Dwellers Associations in the zone on the use of resource centre.	Not indicated	Not indicated	Nothing Done
5 To conduct follow-up study of whether school resource centres have been set up by teachers who were trained for this objective during the previous year	"	"	Results not yet released
6 To conduct follow-up study on the problem of the transfer of those teachers trained to head school resource centres and select teachers who will replace them and also design a training programme for the new ones.	"	"	Not implemented. Reason not indicated
7. To collect statistical data that will be used for educational research and experimentation	"	To assign supervisors to gather these data during their school visits.	Centre supervisor orally confirms that this has been fulfilled, but with out evidence.
8. To make regular visits to schools to find out how teaching materials can be made to be locally oriented and to study problems objectively	"	"	The same as above
9. To suggest to school resource centre heads ways of handling and using materials	Not indicated	Not indicated	Nothing Done
10. To organize conferences, workshops, seminars and discussion sessions for school directors and school resource centre heads.	"	"	"
11. To encourage teachers to make use of the facilities in the zones pedagogical centre	"	"	"
12. To encourage teachers to participate in workshops and to use the library and other facilities in the centre	"	"	"
13 To organize competition on creativity between schools and also help schools produce school magazines.	"	"	"
14. To help schools in finding out ways and means of using local resource personnel	"	"	"
15. To gather data and other relevant articles for a journal to be published by the centre	"	"	"
16. To organize a seminar for unspecified number of public and mission schools administration committee members	Not indicated	Organize a 3 - day seminar	Nothing Done
17. To organize a workshop for unspecified number of pre-primary school teachers	"	Organize an 8 - day workshop	"
18. To organize a course for unspecified number of schools resource centre heads	"	Duration of course 10 days	Centre-supervison argues that this has been fulfilled, but no evidence.
19. To conduct a follow-up study on teachers who have participated in the workshop organized by the centre	"	Organize a 3 - day discussion session.	No attempt
20. To organize short workshops for members of women's and youth organisations	"	Not indicated	"
21. To prepare a variety of illustration models to be disseminated to schools	"	"	Centre-supervisor says that this has been done. But this claim could not be confirmed concretely.

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